



## **On Site Review Title I, Part D, Subpart 1 Study Guide**

**Applicant SA Name:**

**Date of Visit:**

**Applicant SA Contact:**

**MDE Consultant:**

**Facility to be Reviewed:**

**Both Entities Shall Complete This Study Guide Together:**

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**Signature of SA Authorized Official**

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**Signature of Facility Authorized Official**

**Rating Codes:**

**H (High)** = Present to a High Degree

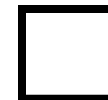
**M (Moderate)** = Present to a Moderate Degree

**L (Low)** = Present Minimally

**CR (Change Required)** = Required Indicator

**Y (Yes)** = Meets requirement

**N/A (Not Applicable)**



**Required Indicator**

# **On Site Review**

## **Title I, Part D, Subpart 1**

### **Study Guide Rating Guidelines**

These guidelines have been developed to provide a set of indicators that constitute a high, moderate or low rating. To receive a particular rating, a SA/facility should have a majority of the indicators for that category in place. For selected indicators a Y (YES) rating will be used.

#### **H (HIGH) = present to a high degree/well developed**

- Process is fully in place
- School community is well informed
- Process to improve is focused
- Is part of the school culture
- Consistently guides program decision making
- Analysis of student performance measures is consistently used to make program decisions
- **Where appropriate**, high quality products are used
- Could serve as a model for best practice

#### **M (MODERATE) = present to moderate degree/progressing**

- Process is in various stages of implementation
- School community is somewhat informed
- Process to improve may lack focus or be limited in scope
- Is becoming part of the school culture
- May guide program decision making
- Analysis of student performance measures is rarely used to make program decisions
- Products exist but are unused

#### **L (LOW) = present minimally/in early stages**

- Process is in the beginning stages
- School community is inadequately informed
- Process to improve is primarily in development and yet to be applied
- Unrelated to program decision making
- Analysis of student performance measures is rarely used to make program decisions
- Products exist but are unused

#### **CR (CHANGE REQUIRED) = not present**

#### **Y (YES) = meets requirement**

#### **N/A (Not Applicable)**

<b>I. Application</b>		
<b>Indicators</b>	<b>Y, CR</b>	<b>Evidence &amp; Explanation</b>
1. The State Agency (SA) has completed and filed a program application with the State Education Agency (SEA). 20 USC 6434, Sec 1414 (c3)		Documentation submitted to MDE three weeks prior to On Site Review. <b>MDE Consultant will rate this indicator.</b>
2. The application accurately describes the current program in the facility. 20 USC 6434, Sec 1414 (c3)		Application submitted annually to MDE/OFS. <b>MDE Consultant will rate this indicator.</b>
<b>II. Program Requirements</b>		
<b>The SA should respond to each of the Program Requirements by identifying the current level of monitoring provided by the SA. "To what degree does the SA monitor the facility to ensure..."</b>		
<b>Indicators</b>	<b>H, M, L, CR, N/A</b>	<b>Evidence &amp; Explanation</b>
1. The program describes the procedures to be used, consistent with the State plan under section 1111, to assess the educational needs of the children to be served under this subpart. 20 USC 6434, Sec 1414 (c1)		Examples of measures to be tracked: program attendance, daily assignments, achievement tests, behavior, High School credit/completion and ABE promotions/General Educational Development (GED) completions.
2. The program provides an assurance that in making services available to children and youth in adult correctional institutions, priority will be given to such children and youth who are likely to complete incarceration within a 2-year period. 20 USC 6434, Sec 1414 (c2)		Written assurance, list of students and their grade levels, services provided.
3. The application describes the program, including a budget for the first year of the program, with annual updates to be provided to the State educational agency. 20 USC 6434, Sec 1414 (c3)		Sample application with program description, copy of detailed budget.
4. The application describes how the program will meet the goals and objectives of the State plan. 20 USC 6434, Sec 1414 (c4)		Submit goals/objectives of program.
5. The State agency will consult with experts and provide the necessary training for appropriate staff, to ensure that the planning and operation of institution-wide projects under section 1416 are of high quality. 20 USC 6434, Sec 1414 (c5)		Section 1119 of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) requires each SEA that receives Title I, Part A funds to develop (and implement) a plan to ensure that all educators teaching in core academic subjects within the State are highly qualified. This requirement extends to all teachers of core

		academic subjects who are employed by agencies or entities under the authority of the SEA. As a result, it applies to teachers employed by SAs that must meet annual measurable objectives for ensuring that teachers are highly qualified set by the SEA, as well as to teachers employed by the SEA or other entities under the SEA's authority. Thus, if entities such as juvenile institutions, correctional institutions, and other alternative educational settings either are SAs under State law or are under the authority of the SEA, teachers of core academic subjects employed by those entities must be highly qualified.
6. The State agency will carry out the evaluation requirements of section 9601 and use the most recent evaluation to plan and improve the program. 20 USC 6434, Sec 1414 (c6)		Examples of measures to be tracked: program attendance, daily assignments, achievement tests, behavior, High School credit/completion and ABE promotions/General Educational Development (GED) completions.
7. The State agency has data showing it has maintained the fiscal effort required of a local educational agency, in accordance with section 9521. 20 USC 6434, Sec 1414 (c7)		Budget documents, detailed expenditure sheets & source of funding.
8. The program is coordinated with other appropriate State and Federal programs, such as programs under title I of Public Law 105-220, vocational and technical education programs, State and local dropout prevention programs, and special education programs. 20 USC 6434, Sec 1414 (c8)		Examples of documentation might include: program budgets, a written plan, meeting minutes, etc.
9. The State agency will encourage correctional facilities receiving funds under this subpart to coordinate with local educational agencies or alternative education programs attended by incarcerated children and youth prior to their incarceration to ensure that student assessments and appropriate academic records are shared jointly between the correctional facility and the local educational agency or alternative education program. 20 USC 6434, Sec 1414 (c9)		Documentation should be maintained that demonstrates that the needs assessment, curriculum and evaluation components of the program are aligned to the local district's standards and/or the state standards. Examples might include: Michigan Educational Assessment Program (MEAP), Test of Adult Basic Education (TABE), General Equivalency Diploma (GED) scores, pre- and post-assessments, curriculum that shows alignment to Grade Level Content

		Expectations (GLCEs) and Michigan Merit Curriculum (MMC). <input type="checkbox"/>
10. Appropriate professional development is provided to teachers and other staff. 20 USC 6434, Sec 1414 (c10)		Section 1119 of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) requires each SEA that receives Title I, Part A funds to develop (and implement) a plan to ensure that all educators teaching in core academic subjects within the State are highly qualified. This requirement extends to all teachers of core academic subjects who are employed by agencies or entities under the authority of the SEA. As a result, it applies to teachers employed by SAs that must meet annual measurable objectives for ensuring that teachers are highly qualified set by the SEA, as well as to teachers employed by the SEA or other entities under the SEA's authority. Thus, if entities such as juvenile institutions, correctional institutions, and other alternative educational settings either are SAs under State law or are under the authority of the SEA, teachers of core academic subjects employed by those entities must be highly qualified. <input type="checkbox"/>
11. A designated individual in each affected correctional facility or institution for neglected or delinquent children and youth is responsible for issues relating to the transition of children and youth from such facility or institution to locally operated programs. 20 USC 6434, Sec 1414 (c11)		Documentation should be maintained on site to demonstrate that, transition assistance is provided. Documentation might include: lists of community resources, a formal referral process, intake records related to drug and alcohol programs, tutoring records, pre-release records, MPRI program information, confidential family counseling records, etc. <input type="checkbox"/>
12. The State agency will endeavor to coordinate with businesses for training and mentoring. 20 USC 6434, Sec 1414 (c12)		If this program requirement is not appropriate (or N/A) for the facility, the facility should provide an explanation related to this determination. Examples of documentation might include: meeting minutes, agreements, phone logs, contracts, written communication,

		curriculum, time logs, etc. <input type="checkbox"/>
13. The State agency will assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth. 20 USC 6434, Sec 1414 (c13)		An SA receiving Subpart 1 funds must use a portion of its funds to operate a dropout prevention program for students returning from a locally operated correctional facility. However, an SA that serves a school operated by a locally operated correctional facility, in which more than 30 percent of the children and youth attending the school will reside outside the boundaries served by the SA upon leaving the facility, is not required to operate a dropout prevention program within the school and may use all of its Subpart 1 funds for programs in locally operated correctional facilities, provided that those facilities have a formal agreement with the SA. <input type="checkbox"/>
14. The State agency will work with parents to secure parents' assistance in improving the educational achievement of their children and youth and preventing their children's and youth's further involvement in delinquent activities. 20 USC 6434, Sec 1414 (c14)		If this program requirement is not feasible (or N/A) for the facility, the facility should provide an explanation related to this determination. Examples of documentation might include: a parent involvement plan, phone logs, written communications, IEP records, family counseling records, etc. <input type="checkbox"/>
15. The State agency will work with children and youth with disabilities in order to meet an existing individualized education program and an assurance that the agency will notify the child's or youth's local school if the child or youth---		
a. Is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and b. Intends to return to the local school. 20 USC 6434, Sec 1414 (c15)		If this program requirement is not feasible (or N/A) for the facility, the facility should provide an explanation related to this determination. In a facility where educational programs are coordinated with the home school, particularly as it relates to IEP services, the facility should be prepared to discuss how the services are coordinated.  If the program requirement is not feasible (or N/A) for the facility, the facility should provide an explanation related to this determination.

		Documentation should be maintained on site to demonstrate that students are identified, as appropriate, for special education services while in the facility and that appropriate notification is provided to the local school. Sample documentation might include: test results, minutes from IEP meetings, phone logs, letters, e-mails, etc.
16. The State agency will work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school once the term of the incarceration is completed or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or achieve a secondary school diploma of its recognized equivalent if the child or youth does not intend to return to school. 20 USC 6434, Sec 1414 (c16)		An SA receiving Subpart 1 funds must use a portion of its funds to operate a dropout prevention program for students returning from a locally operated correctional facility. However, an SA that serves a school operated by a locally operated correctional facility, in which more than 30 percent of the children and youth attending the school will reside outside the boundaries served by the SA upon leaving the facility, is not required to operate a dropout prevention program within the school and may use all of its Subpart 1 funds for programs in locally operated correctional facilities, provided that those facilities have a formal agreement with the SA. <input type="checkbox"/>
17. Teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students. 20 USC 6434, Sec 1414 (c17)		Section 1119 of Title I of the <i>Elementary and Secondary Education Act of 1965</i> (ESEA) requires each SEA that receives Title I, Part A funds to develop (and implement) a plan to ensure that all educators teaching in core academic subjects within the State are highly qualified. This requirement extends to all teachers of core academic subjects who are employed by agencies or entities under the authority of the SEA. As a result, it applies to teachers employed by SAs that must meet annual measurable objectives for ensuring that teachers are highly qualified set by the SEA, as well as to teachers employed by the SEA or other entities under the SEA's authority. Thus, if entities such as juvenile

		institutions, correctional institutions, and other alternative educational settings either are SAs under State law or are under the authority of the SEA, teachers of core academic subjects employed by those entities must be highly qualified.
18. The State agency shall provide additional services such as career counseling, distance learning, and assistance in securing student loans and grants. 20 USC 6434, Sec 1414 (c18)		If this program requirement is not possible (or N/A) for the facility, the facility should provide an explanation related to this determination. Examples of coordinated services that might use technology include: online curriculum or credit recovery, distance learning, shared databases, electronic records transfer, Educational Development Plans (EDPs), etc.
19. The State agency assures that the program under this subpart will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 USC. 5601 et seq) or other comparable programs, if applicable. 20 USC 6434, Sec 1414 (c19)		This component requires a detailed explanation of how the facility's program will be coordinated with comparable programs such as those under the jurisdiction of the Juvenile Justice & Delinquency Prevention Act of 1974, reauthorized 2002 and others. <input type="checkbox"/>
20. To the extent possible, evaluations are tied to the standards and assessment system that the State or school district has developed for all children. 20 USC 6471, Sec 1431		An SA receiving Subpart 1 funds must use a portion of its funds to operate a dropout prevention program for students returning from a locally operated correctional facility. However, an SA that serves a school operated by a locally operated correctional facility, in which more than 30 percent of the children and youth attending the school will reside outside the boundaries served by the SA upon leaving the facility, is not required to operate a dropout prevention program within the school and may use all of its Subpart 1 funds for programs in locally operated correctional facilities, provided that those facilities have a formal agreement with the SA. <input type="checkbox"/>



